

DOCUMENT RESUME

ED 456 384

CG 031 179

AUTHOR Rita, Emilio Santa
TITLE Peer Coaching in Group Supervision: Formative (On-Going, Developmental) Evaluation [and] Summative (End-of-the-Year) Evaluation: Counselor Growth Portfolio.
PUB DATE 2001-00-00
NOTE 49p.
PUB TYPE Guides - Non-Classroom (055) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Faculty; College Students; *Counseling Effectiveness; *Counselor Evaluation; Group Counseling; Higher Education; *Peer Counseling; Professional Development; Student Problems; *Supervision

ABSTRACT

Peer counseling is a method for improving educational and counseling effectiveness in which counselors work together to implement strategies through a systematic process of following group formation in supervision. It has the goal of improving counseling and educational activities and developing an atmosphere of collegiality and experimentation. Peer coaching can be used to bring about improvement of teaching when college counselors coach each other in the experimentation of newly acquired strategies. The first part of this document, Peer-Coaching in Group Supervision, is divided into two formats. Format A contains examples of sessions concerning classroom and work problems. Format B discusses problems that rise to the level of a psychiatric classification. It presents creative techniques for peer counseling in group supervision along with case illustrations. The second part of this document, the Summative (End-of-the-Year) Evaluation Counselor Growth Portfolio, contains a sample of a year-end evaluation of the teacher in the classroom; the counselor in the classroom; students' evaluation of counselors in and out of the classroom; and counselors' professional growth and development. Appendixes include a pre-observation worksheet, a post-observation worksheet, and an evaluation of classroom observer questionnaire (JDM)

**Peer-Coaching in Group Supervision:
Formative (On-Going, Developmental) Evaluation
[and]
Summative (End-of-the-Year) Evaluation; Counselor Growth Portfolio**

Emilio Santa Rita

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DEPARTMENT OF STUDENT DEVELOPMENT



PART I. PEER-COACHING IN GROUP SUPERVISION

Formative (On-going, Developmental) Evaluation

EMILIO SANTA RITA

1996 [Updated 03/25/01]

BRONX COMMUNITY COLLEGE

Of The City University of New York

CONTENTS

PART I. PEER-COACHING IN GROUP SUPERVISION	1
Goals of Peer Coaching	1
Improvement of Education & Counseling	1
Collegiality and Experimentation	1
Coaching Teams	2
FORMAT A: Classroom and Work Problems	2
Phase 1: Request for Assistance Statement	2
Phase 2: Questioning Period and Identification Focus	3
Phase 3: Feedback Statements	3
Phase 4: Pause Period	3
Phase 5: Supervisee Response	3
Phase 6: Discussion Period (Optional)	4
FORMAT A - CHART	4
FORMAT B: SOAP MODEL	6
Problem(s) that rise to the level of a	
Psychiatric Classification	6
CREATIVE TECHNIQUES FOR PEER COACHING IN	
GROUP SUPERVISION	8
Role Reversal	8
Case Illustration	8
Psychodrama	9
Case Illustration	11
Surplus Reality	12
Case Illustration	12
REFERENCES	14
APPENDIX A	15
I. EVALUATION OF THE PEER-COACHING GROUP	
SUPERVISION MODEL	15
II. EVALUATION OF THE PEER-COACHING	
GROUP FACILITATOR	17



PEER-COACHING IN GROUP SUPERVISION

Peer coaching is a method for improving educational and counseling effectiveness in which counselors work together to implement strategies or achieve goals through a systematic process of following group formats in supervision (Borders, 1991). Counselors have long been overlooked as a valuable resource to assist in one another's professional growth. Peer coaching in group supervision has proven itself to be an effective and satisfying means of improving educational and counseling effectiveness and of providing for the professional growth of counselors (Holloway & Johnson, 1985; Nobler, 1980).

In many situations, college counselors prefer to turn to colleagues rather than to supervisors for advice. Peers have had the experience and the credibility to provide useful feedback and insights on the learning/change process. The peer relationship provides an openness to experimentation and a willingness to refine new skills that are not always found when a college counselor works with a supervisor. Colleagues have the credibility, empathy, knowledge, and skills to guide and assist one another in their professional growth (Wagner & Smith, 1979; Wirt & Engle, 1969).

Goals of Peer Coaching

Peer coaching has two goals: the improvement of counseling and educational activities, and the development of an atmosphere of collegiality and experimentation (Fraleigh & Buckheimer, 1969; Remley et al. 1987).

Improvement of Education & Counseling

Peer coaching can be used to bring about the improvement of teaching and counseling in two ways. First, college counselors coach one another in the experimentation of newly acquired strategies. They develop a better understanding of teaching and counseling techniques, have greater long-term retention of the skills, and are more likely to use group strategies in class than their peers who do not coach. Second, coaching can bring about the improvement of teaching and counseling by focusing on counselors' goals and individual growth plans (Runkel & Hackney, 1982; Woody, 1971), instead of a specific "lesson plan."

Collegiality and Experimentation

The second goal of peer coaching is to develop an atmosphere of collegiality and experimentation in a counseling or mental health unit. Teaching and counseling students is a lonely profession. Occupied with a full load of classes and numerous bureaucratic tasks, isolated by classroom walls and schedules different from those of their peers, counselors have few opportunities to interact with their peers during a normal school day (Seegars & McDonald, 1963; Tate, 1973).

Peer coaching breaks down the isolation many counselors feel and provides them with an atmosphere of support and collaboration. Peer coaching provides the companionship and support that counselors need, but which most college settings do not supply. Counselors in the classroom who coach one another build a shared language and a set of understandings necessary for the collegial study of new skills. They develop a feeling of ownership and competence, and establish a commitment to professional growth for themselves and others (Wirt & Engle, 1969; Woody, 1971).

Coaching Teams

An effective coaching team consists of four to six counselors. Team members do not have to be from the same work division or level. In fact, valuable insights into the group processes can be shared by counselors of differing backgrounds and from different units. Counselors usually organize themselves into units serving the same client population; later, they begin to rotate and switch into other teams to acquire different perspectives and gain a wide variety of feedbacks (Orton, 1965; Winstead et al., 1974).

Counselors initially designate the director of counseling or the college psychologist as the *facilitator* of the coaching sessions. As counselors become more comfortable in the coaching process, they tend to select a *facilitator* from among the team members themselves a “first-among-equals- leader,” taking turns at the helm for subsequent sessions (Biggs, 1988).

Peer coaching teams meet every other week, although they can meet more often or call for a group session when the need arises. Peer coaching’s success depends on a strict adherence to: (A) **Format A** -for classroom and work problems which is different from (B) **Format B** -for student problems that rise to the level of psychiatric classifications. However, both formats can be replaced or supplemented for dramatic effects by (C) **Creative Techniques** in group work.

Format A: Classroom and Work Problems

Phase 1:

Request for Assistance Statement

A supervisee (the "presenter") selects a problem and presents it to the group (i.e., other counselors and the facilitator). The problem may be a difficult case, challenging event, or critical incident from a classroom or work experience. For example, the presenter might discuss an incident that occurred during class with a student, an interaction with a staff member (i.e., supervisor, instructor, administrator, etc.), an experience working with a small or large group of students during registration, etc.

The presenter closes Step 1 with a clear statement indicating what assistance is being requested.

Phase 2:

Questioning Period and Identification of Focus

Group members respond by developing as many of the dimensions of the problem as needed to increase their understanding of the context of the situation. Group members asks the presenter questions using a round-robin technique (one question per person at a time). The questions are designed to obtain breadth and depth of the problem, the setting, and the overall context of the situation. The presenter is active in providing the necessary information and background to facilitate this understanding. During Step 2, suggestions are not permitted.

This step end when group members exhaust all of their questions.

Phase 3: Feedback Statements

Using the round-robin technique, group members provide suggestions and insights to the presenter. During Step 3, the person presenting the problem is not permitted to respond. The presenter may take notes, but verbal responses are not permitted. This procedure is used to reduce the effects of the "Yes, but..." response.

This step ends when group members exhaust all of their suggestions.

Phase 4: Pause Period

There is a pause for the presenter to reflect on the comments provided by group members. The group remains quiet during this time.

Phase 5: Supervisee Response

The presenter responds to the suggestions and insights by discussing which ones are helpful, likely to be used, and why.

This optional phase allows the group to reflect upon and discuss the process of working together on the case just completed.

FORMAT A - CHART

PHASE 1 Request for Assistance Statement		PHASE 2 Questioning & Identification of Focus	
=====		=====	
o	Purpose To provide the group with information	o	Purpose Gather information and clarify misconceptions
o	Facilitator Asks presenter to begin Assures presenter is the ONLY one to speak	o	Facilitator Monitors time Assures only 1 question per person
o	Presenter Presents background information	o	Presenter Answers questions
o	Group Takes notes	o	Group Asks questions in round-robin style
o	Ends with presenter's specific question or statement	o	Ends when questions/time are exhausted.
PHASE 3 Feedback Statements		PHASE 4 Pause Period	
=====		=====	
o	Purpose Provide suggestions and insights	o	Purpose Give time to assimilate suggestions
o	Facilitator Monitors time	o	Facilitator Asks group to pause
o	Presenter Takes notes	o	Presenter Looks over notes
o	Group Suggestion in round-robin style	o	Group Remains silent
o	Ends when suggestions are exhausted	o	Ends after a few minutes

PHASE 5 Supervisee Response		PHASE 6 Optional: Discussion Period	
=====		=====	
o	Purpose To notify if insights were helpful	o	Purpose To provide for orderly input and and processing
o	Facilitator Permits presenter as the only speaker	o	Activities: Reflect on effects of Group work
o	Presenter Responds to suggestions		
o	Group Remains silent		
o	Ends when presenter is finished		

Resources: The URL site - *You Can Handle Them All* - for Classroom Management Problems at <http://www.disciplinehelp.com/> is highly recommended. Another site for *Problems at the Workplace* can be found at <http://meaningatwork.com/>. The peer-coaching group members should constantly review and update these problem-solving sites and (hyper)linked them up into one constellation of academic support services and workplace *clinics*. URL sites have notoriously short life-spans in the net and are often replaced by better or worse on-line texts.

FORMAT B: SOAP MODEL

Problem(s) that rise to the level of a Psychiatric Classification

"Name" of Client: _____

Date: _____

I. **Subjective**

A. Why you are presenting this case:

Do you need help in client assessment or treatment plan?

Is there something to be learned by all of us?

B. What was the original presenting problem of this person?

II. **Objective**

A. Demographic Information: Gender, marital status, age, ethnicity/race, religious affiliation, occupation, parents' occupation.

B. Background Information: Concise description of client's unique personal history, including childhood, adolescence, and adulthood: significant events in client's life (e.g., successes, failures, traumatic experiences, chronic emotional complaints).

III. **Assessment**

A. Diagnostic Impression (using DSM-IVR).

Axis I: (Clinical Psychiatric Syndrome(s) and other conditions).

Axis II: (Personality Disorders - Adults) or (Specific
Developmental Disorders - Children).

Axis III: (Physical Disorders).

Axis IV: (Severity of Psychosocial Stressors)

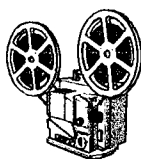
Axis V: (Highest Level of Adaptive Functioning in the
Last Year).

B. What questions remain unanswered in your mind, or in the minds of others in the group.

IV. **Plan**

- A. Disposition (up until now).
- B. Case Management/Treatment Plan.

Resources: The URL site of Internet Mental Health at <http://www.mentalhealth.com/p.html> - with diagnoses (DSM-IVR) and treatment plans - is highly recommended. The peer-coaching group members should constantly review and update the mental health sites and (hyper)linked them up into one constellation of *mental health services clinic*. URL sites are short-lived and are often replaced by better or worse on-line texts.



(C) **CREATIVE TECHNIQUES** **FOR PEER COACHING IN**
GROUP SUPERVISION

Role Reversal

In this technique, one member of a pair is invited to "become" a client. The second member of the group is asked to be "a counselor." The member of the pair who is to take on the part of the client (that is, to "reverse roles") is asked to adopt the manner and characteristics of that client and to speak and act accordingly. In its simplest form, this activity comprises of talking about a given subject (even the weather will do) in the way the client might. The aim of the role reversal is to enable the supervisee to empathize with the client (West et al., 1989).

The "counselor" is asked to act in a purely facilitative and supportive way by sharing the experience of dealing with a similar client or issue. From this shared experience may come much learning. Though the instruction is (or may be): "be your client," and the suggestion is that any topic will do, many supervisees choose to use actual material from their sessions with a client and to behave with and speak to their partner in the exercise in such a way as to recreate one or more sessions. This usually has the effect of putting the supervisee in even closer contact with the client's subjective experience.

When they take the part of their clients in this way, supervisees reach a different understanding not only of their clients' inner worlds but also of their clients' expectations and hopes of the counselor. This often seems to come as a surprise, if not a shock. It is quiet common for supervisees to remark: "I never realized he saw me like that."

Case Illustration

Kate and Bill worked in an attempt to gain further insight into Kate's relationship with Geraldine, a client with whom she felt stuck and of whom she was sometimes afraid. Kate recreated for herself and Bill the room in which she would normally meet with Geraldine. She did this by positioning chairs in a similar way to those in her counseling room and describing to Bill what the room looked like. In this way, Kate prepared herself and Bill to connect with a past experience. Kate was clear that she wished Bill to be himself and not to attempt in any way to portray anybody else in this encounter.

Kate seemed to rapidly adopt the characteristics of Geraldine, seeming to transform before Bill's eyes so that the ebullient, talkative and charming woman he knew well was replaced by a morose and silent character who would not meet his eyes and whose responses to him were disjointed and vague. He found that he was quite uncomfortable (which he shared later with Kate). Bill was further discomfited by the apparently random way in which "Geraldine" would suddenly sit up

and ask him a deeply personal question about himself. Bill tried hard to be with the version of Geraldine he encountered, but found it difficult to know what was expected of him. The action continued without reaching any conclusion, until Kate decided that she had gained from it what she could.

Kate found her experience of being Geraldine very illuminating. Her principal discovery was that Geraldine was intensely uncomfortable and frightened - and yet she desperately wanted to trust her counselor. Kate experienced Geraldine as very lonely, locked in a world from which she perceived no escape - her disturbed (and disturbing) behavior seemed to result from attempts to break out from this internal prison. The probing questions that "Geraldine" had directed at Bill were partly an attempt to communicate, but mostly arose out of a need to establish trust. Kate also said that, as Geraldine, she had really wanted Bill to enter into her world, and that it was very important that was there, even through the strained silences.

Bill's experience of being with Geraldine seemed very similar to Kate's. He spoke of the frustration of being with her and the absence of a sense of meeting her. He had been thrown by "Geraldine's" questions and had not known how to respond to them. Bill was particularly struck by this, for his normal practice was to answer clients' questions briefly but honestly. Somehow he was too startled by "Geraldine" for this to be possible. Unlike Kate, Bill had not found Geraldine at all frightening. Bill had worked in a psychiatric setting and tended not to be fazed by even very disturbed behavior.

Kate said that she had often taken Geraldine to one-to-one supervision, which had been very useful, but that it was not until she "became" Geraldine that she felt she had a true understanding of their relationship. The outcome for Kate was to realize that what she was doing, how she was being, was right for Geraldine. It seemed that Geraldine *did* know that she, Kate, was present, and that this in itself was having a therapeutic effect. Kate also found that she was no longer frightened of Geraldine, both because she now understood that Geraldine's behavior was not threatening, and because she felt strongly supported by Bill's similar experience and his reaction to it.

Kate's relationship with Geraldine remained difficult for some time. But Kate felt that her new insights gave her grounds to believe that the relationship *was* useful to her client, and she felt sufficiently armed with the resources to continue with it.

Psychodrama

When peers-in-supervision express the desire to explore a relationship with a client more fully, they are invited to set the stage for a psychodrama. A usual starting point is the place in which the counselor and client meet, sometimes another setting may be appropriate, depending upon the nature of the relationship and the instincts of the supervisee and the supervisor. When the scene has been established, the supervisee is invited to use members of the group to represent characters in the unfolding "drama." These characters may be people known to the supervisee, to the client, or to both, or they may even represent abstracts concepts (Kellerman, 1992).

One supervisee used members of the group to build a wall between her self and her client. A moment of insight

came when she realized that, unconsciously, she had used the biggest men in the group from whom to build her wall. Her intention had been to create an impression of the size of the wall: as the scene was played out, her personal understanding of the significance of the wall changed. It became clear to her that somehow attitudes toward men came between her and her client, to such an extent that it was difficult for them to "see" each other.

When the scene has been set and the "auxiliaries" given their roles, the supervisee and the facilitator work together, using the psychodramatic form to explore the relationship and/or the issues inherent in the relationship or setting. Sometimes this may involve moving the scene perhaps from the counseling room to a place or time of significance (to the client); sometimes the supervisee may become aware of a need to address another character (who may or may not already be present in the scene). Whatever the process, it is the supervisor's job to stay close to the supervisee and to use her or his professional expertise to expedite the exploration.

In its classic form and in its closing stages, psychodrama returns to enactment. To recapitulate, the supervisee presents a situation to the group and invites its members to show how they would deal with it. The supervisee watches from outside the scene while other members of the group interact with the "client," noticing what they do and the client's responses and experience. At times it may be appropriate for the supervisee to experience these strategies in reversed role as the client. It is nearly always useful for the supervisee to have the experience of trying out any of the ways of being with the client that might be useful.

As always in the psychodramatic form, at the end of the action the members of the group are invited to share their experiences. The supervisee usually gains much from the sharing of the auxiliary, who is often able to convey a real sense of the client and the client's reactions to the counselor. The sharing of group members who opt to offer ideas through enactment is also useful (it also has the spin-off benefit of offering support to the supervisee in the form of a shared experience of the client). "Personal" sharing (that is, sharing which relates to similar experiences outside the group) may in addition serve both a formative and supportive function.

Case Illustration

Charlotte wanted to explore the forces acting on her relationship with a client because she felt under a considerable pressure which she did not fully understand. She was, however, certain that this *pressure* was (in a sense) from outside her relationship with her client and that it interfered with the therapeutic endeavor. Charlotte chose to work in a representational way in that she used members of the group to represent significant elements influencing or acting upon the dynamic between her and her client, and to position them in such a way as to indicate their mutual relationships, their relationships to her and their relationships to her client.

Charlotte's sculpt was of herself face-to-face with her client and with her colleagues (her team) arranged in an arc at her back. Behind and to the right of her client were the client's family and her community. To the right of Charlotte and her client but some distance were the Police and the Social Service Department. Immediately in line with the client and this group but to the client's left was Charlotte's supervisor; and diagonally to the client's left was the team's supervisor and their manager.

When Charlotte had established the scene and placed herself in it, she began to talk to her client (she had wondered if in some way the difficulty lay between them). It rapidly became apparent that whatever was the "problem," it did not center on a lack of acceptance of her client by Charlotte - neither was there an absence of empathy. The facilitator asked Charlotte to step out of the scene and to choose a member of the group to take her place. The supervisor sensed that perhaps she would have a clearer vision looking at the scene from outside. Almost immediately, Charlotte said "it's her!" and pointed to her supervisor.

Charlotte's fear was that if she took this particular client to her supervisor, then pressure would be brought to bear upon her to report her client to the police and social services. This had been made explicit in the sculpt, or had the auxiliary playing the supervisor exerted pressure on Charlotte and her client, they could have been forced towards those two elements. Charlotte's dilemma had represented an instinctive belief in her client and a deep commitment to supervision. This psychodrama made that dilemma explicit and, once Charlotte could see it clearly, she thought that she had the resources to deal with it. She was sure that her client was neither a risk to herself nor to anyone else, and she believed that to keep her client's trust was of vital importance to her (the client's) future safety. Charlotte could now see a way of getting good supervision for this work.

The facilitator asked Charlotte if she wanted to know anything else from this psychodrama. She said that she would like to know what her team thought of her work with this difficult client. The facilitator asked her to move her chair so that she was facing the people in role as members of her team. When she had done this, the facilitator suggested that she ask each in turn whatever seemed to be that most important question she had of them. As she did this, the facilitator asked her to reverse roles with the person to whom she had spoken. The question was repeated to her from the person now (temporarily) in role as Charlotte, and Charlotte responded from the auxiliary position. After each response, Charlotte resumed position as herself and heard the answer to her question from the team member. Some of the auxiliaries chose to use their sense of role to elaborate on the replay that Charlotte had given them. Charlotte found this whole exercise deeply supportive, and commented particularly on the "improvised" additions to the replies, saying how true to her fellow team-members they seemed to be and how useful she found them.

The psychodrama ended by Charlotte returning to her client (but now in the absence of all the other elements present in the original script) and addressing her directly. Charlotte made to her client a "declaration of intent" which she then heard in reversed roles. From her own role, Charlotte's last act was to assure her client that they could work *safely* and effectively together.

Surplus Reality

Surplus reality offers a way of addressing that which never happened yet is nevertheless wished for, feared or wondered about: the unknown, the unspoken, the unborn, dreams, hopes, déjà-vu experiences, fears, disappointments, unfulfilled wishes and expectations (Ishiyama, 1988).

The application of surplus reality to group supervision may be exemplified by its application to "unfinished business." Sometimes a counseling relationship may come to an abrupt or unplanned end. The counselor may need to explore the issues around that ending and to deal with any associated feelings in order to "finish" the relationship and so be able to move on.

The procedure in such cases explores what has not happened and may never happen. Perhaps the counselor wishes to say things that he or she was prevented from saying (because they were inappropriate, there was not time or he or she had not thought of them); perhaps he or she wishes to experiment with a different ending; perhaps he or she simply wishes to say good-bye to the client.

Case Illustration

Charles expressed his desire to explore his relationship with his client Malcolm with a view to getting some further idea of how they might proceed to work together. After 10 weeks together (which seemed to have gone well), Charles felt that he and Malcolm were beginning to repeat things - Charles had no sense of forward momentum in the relationship. Charles was clear that he wanted the group's opinion about his work with Malcolm, and some suggestions for interventions or responses that might "*unstuck*" the relationship.

Charles introduced the group to Malcolm and asked Betty to play his client. Together, Charles and Betty re-enacted the last session between Charles and Malcolm. Charles was satisfied that Betty was accurately portraying his client and that they were giving the group a realistic impression of the events of their last session.

It seemed that Charles and Malcolm related reasonably well together; the session seemed friendly but appeared to lack depth. "Malcolm" chatted about the events of his week, Charles's reflections were accurate, and yet Charles (and the group) felt that something was ***missing!***

When the scene had been played through, Charles thought that it would be helpful to offer other members of the group the opportunity to be with Malcolm, to see how they responded and Malcolm's reaction. Several members of the group took the role of counselor in the action and offered responses and interventions. Mostly these centered around attempts to empathize with Malcolm - to enter his frame of reference and to convey an understanding of his subjective experience. This was essentially similar to Charles's existing approach, and met with similar responses from Malcolm. After four or five attempts by group members to relate to Malcolm in a different way, Philip stepped forward and took the counselor's chair. He looked Malcolm in the eye and said, simply and quietly: "Malcolm, we've been together now for five weeks and it seems to that we've got stuck...and I don't know what to do about it." The feeling of relief that swept around the group was palpable. As Malcolm, Betty's response was "Neither do I," but her expression too was one of relief. Charles chose to stop the action at this point and to receive the sharing of the group.

Betty shared that, in the role of Malcolm, she was aware of liking being with Charles but having a sense of frustration. He/she wanted something more (or something else) but was unable to articulate (or even inwardly formulate) exactly what. The attempts at empathy he/she appreciated but they were not meeting the need. When Philip had named and owned the "stuckness," Betty/Malcolm experienced extreme relief and release. In her sharing, Betty said this felt like naming the *un-nameable*: that it was really important to know that her counselor *truly understood* that feeling of "stuckness." She felt that, as Malcolm, she would be able to move on from that point.

Charles was initially unsure about making a congruent response. It felt risky to him, and he had fears about imposing his own agenda upon Malcolm. Eventually though, in one of their sessions together, Charles did own his feeling of being stuck. Although Malcolm's reaction was not exactly that experienced in role by Betty, Charles later reported that from that moment on both he and Malcolm did have a sense that they made further progress in the relationship.

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APPENDIX A

I. EVALUATION OF THE PEER - COACHING GROUP SUPERVISION MODEL

Direction: Please respond to the following statements in order to help evaluate the experience you just had under the peer-coaching, group supervision model. Check that which best expresses your thoughts about your learning experiences.

	Strongly Disagree	Disagree	Does Not Apply	Agree	Strongly Agree
I. Learning about Self in Group:					
1. I was able to practice self-evaluation for the purpose of improving my work with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I felt encouraged to express my views during group work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I could bring in group any concerns of mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I learned my views carried weight with the facilitator and my group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I participated as an equal in group discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I was able to acknowledge my mistakes and remain non-defensive in group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I was more open to new ideas and responsive to feedback and suggestions from my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



I. EVALUATION OF THE PEER - COACHING GROUP SUPERVISION MODEL
(Continued)

Direction: Please respond to the following statements in order to help evaluate the experience you just had under the peer-coaching, group supervision model. Check that which best expresses your thoughts about your learning experiences.

	Strongly Disagree	Disagree	Does Not Apply	Agree	Strongly Agree
8. I could more openly acknowledge ignorance instead of trying to appear the "expert" about all things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I now show more respect for the multiple resources of my colleagues as we share ideas, help each other and work together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Because of this group session, I am able to evaluate, weigh what has been said and formulate my own ideas on how to work on the areas I need to improve on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am clear on what changes I need to work on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I know what suggestions I could use for teaching or for counseling inside or outside the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I made a commitment to myself to work toward improving one teaching skill or one counseling skill inside or outside the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: _____



II. EVALUATION OF THE PEER - COACHING GROUP FACILITATOR

Direction: Please respond to the following statements in order to help evaluate the experience you just had with the facilitator of the group process. Check that which best expresses your thoughts and feelings about the group facilitator.

II. The Group Facilitator/ Supervisor

	Strongly Disagree	Disagree	Does Not Apply	Agree	Strongly Agree
1. The facilitator discussed the basic intent of peer-group coaching and the primary strategies employed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The facilitator discussed the objectives of peer - group coaching and the various phases of the group process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The facilitator discussed the group work by reviewing what happened during the group session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The facilitator used direct or paraphrased quotes to describe what was done and said during the group session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The facilitator gave a verbatim description of how a key point was presented or the way a transition was made from one phase of the group session to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The facilitator encouraged us to try new ideas in the group session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



II. EVALUATION OF THE PEER COACHING GROUP FACILITATOR (Continued)

Direction: Please respond to the following statements in order to help evaluate the experience you just had with the facilitator of the group process. Check that which best expresses your thoughts and feelings about the group facilitator.

	Strongly Disagree	Disagree	Does Not Apply	Agree	Strongly Agree
7. The facilitator asked us to reflect on the group session and analyze both its strengths and its weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Specific incidents were shared by the facilitator in a non-judgmental manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I did not feel defensive because the facilitator's comments were not value-laden or evaluative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The facilitator got us all involved in our own evaluation of our teaching and counseling by focusing initial attention on the positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The facilitator asked the group to think of how we can develop and implement changes in our teaching or counseling interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Because the facilitator deferred judgment, I was able to reach the same conclusions on my own and am more personally committed to bring about change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



II. EVALUATION OF THE PEER - COACHING GROUP FACILITATOR (Continued)

Direction: Please respond to the following statements in order to help evaluate the experience you just had with the facilitator of the group process. Check that which best expresses your thoughts and feelings about the group facilitator.

	Strongly Disagree	Disagree	Does Not Apply	Agree	Strongly Agree
13. The facilitator asked us what we liked about the group session and directed our attention toward those things that went well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I knew what aspects of the group session were well-executed and what should be incorporated in future group activity planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I knew what went well as well as suggestions I made to improve the group session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Toward the end of the conference, the facilitator began to summarize what was expected in the future and what new instructional and or counseling behaviors were proposed for change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The facilitator reinforced those that we considered to be successful strategies and encouraged us to include them in our counseling or teaching repertoire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



II. EVALUATION OF THE PEER - COACHING GROUP FACILITATOR
(Continued)

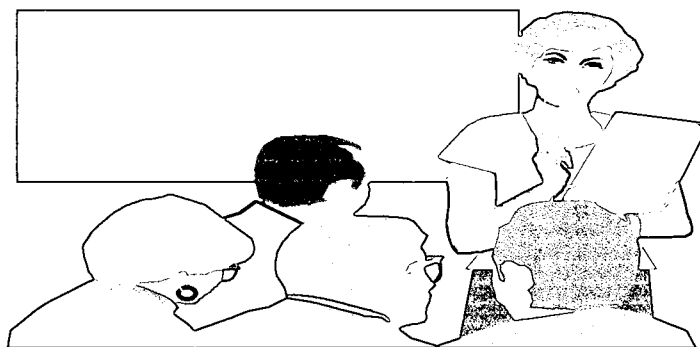
Direction: Please respond to the following statements in order to help evaluate the experience you just had with the facilitator of the group process. Check that which best expresses your thoughts and feelings about the group facilitator.

	Strongly Disagree	Disagree	Does Not Apply	Agree	Strongly Agree
18. The facilitator allowed the process to fully evolve without short-circuiting it by an early closure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The facilitator asked us to remember what we will be working on until our next session when we will report to the group how and in what way did our teaching and counseling interventions changed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: _____

DEPARTMENT OF STUDENT DEVELOPMENT

***PART II. SUMMATIVE (END-OF-THE-YEAR) EVALUATION
COUNSELOR GROWTH PORTFOLIO***



EMILIO SANTA RITA

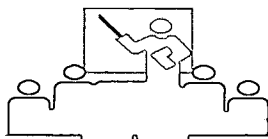
**BRONX COMMUNITY COLLEGE
Of the City University of New York
2001**

CONTENTS

PART II. SUMMATIVE (END-OF-THE-YEAR) EVALUATION	1
A. TEACHER IN THE CLASSROOM	1
I. Anticipatory Set	1
II. Sharing Objective and Input	1
III. Providing Input	2
IV. Check for Understanding	3
V. Closure	3
B. COUNSELOR IN THE CLASSROOM	5
VI. Establishing Contact & Maintaining Contact	5
VII. Managing Student Behavior	6
VIII. Interactive Questions	7
IX. Actively Involving Students	8
X. Maintaining a Supportive Environment	8
GROWTH PORTFOLIO	10
I. Counselor's Achievement of Improvement Objective	10
II Student Evaluation of Counselor In the Classroom	10
III. Student Evaluation of Counselor Outside the Classroom	10
IV. Group Work	10
V. Professional Growth & Development	11
VI. Research	11
VII. Liaison Assignment	11
VIII. Committee Representation	11
IX. Work with Special Groups	12
X. Work in the Community	12
REFERENCES - LESSON PLANS IN THE NET	13
APPENDIX A: PRE-OBSERVATION WORKSHEET	14
APPENDIX B: POST-OBSERVATION WORKSHEET	15
APPENDIX C: EVALUATION OF CLASSROOM OBSERVER	17

II. SUMMATIVE (END-OF-THE -YEAR) EVALUATION

Directions: Indicate the level of accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.



LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

A. Teacher in the Classroom

I. Anticipatory Set

1. Involved students in reviewing the past lesson.

☐ ☐ ☐ ☐ ☐ ☐

2. Asked questions to review the main points of previous lesson.

☐ ☐ ☐ ☐ ☐ ☐

3. Related the new lesson to previous classroom activities.

☐ ☐ ☐ ☐ ☐ ☐

II. Sharing Objective and Input

4. Stated specifically what the current lesson's objectives were in terms of student behavior.

☐ ☐ ☐ ☐ ☐ ☐

5. Explained why the objectives were important in terms of student needs.

☐ ☐ ☐ ☐ ☐ ☐

6. Explained how the students would know when they had achieved the objectives.

☐ ☐ ☐ ☐ ☐ ☐

II. SUMMATIVE (END-OF-THE -YEAR) EVALUATION

Directions: Indicate the level of accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

III. Providing Input

7. Activities were based upon the lesson's objectives.

☐ ☐ ☐ ☐ ☐ ☐

8. Activities were designed to encourage students to become actively involved in the learning process.

☐ ☐ ☐ ☐ ☐ ☐

9. Activities in the *Internet* were varied to provide for a wide range of student interests, abilities and learning styles.

☐ ☐ ☐ ☐ ☐ ☐

10. Activities were appropriate to the maturity and educational level of the students.

☐ ☐ ☐ ☐ ☐ ☐

11. Activities in various *Internet websites* provided for student practice and application of the requisite performances.

☐ ☐ ☐ ☐ ☐ ☐

12. Activities were practical and feasible for the specific lesson objective.

☐ ☐ ☐ ☐ ☐ ☐

13. Provided prompt feedback and reinforcement of student performance

☐ ☐ ☐ ☐ ☐ ☐

II. SUMMATIVE (END-OF-THE -YEAR) EVALUATION

Directions: Indicate the level of accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

IV. Check for Understanding

14. Asked questions to test for understanding. ☐ ☐ ☐ ☐ ☐ ☐

15. Used students' answers and comments to determine whether the students understood the lesson. ☐ ☐ ☐ ☐ ☐ ☐

16. Ask for further examples to test for understanding. ☐ ☐ ☐ ☐ ☐ ☐

V. Closure

17. Allowed adequate time for the summary. ☐ ☐ ☐ ☐ ☐ ☐

18. Ensured that the important points covered in the lesson were condensed into a brief summary. ☐ ☐ ☐ ☐ ☐ ☐

19. Ensured that all the important points in the lesson were reviewed. ☐ ☐ ☐ ☐ ☐ ☐

20. Ensured that all the important points were tied together in a logical sequence. ☐ ☐ ☐ ☐ ☐ ☐

21. Involved students in summarizing the lesson. ☐ ☐ ☐ ☐ ☐ ☐

II. SUMMATIVE (END-OF-THE -YEAR) EVALUATION

Directions: Indicate the level of accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

V. Closure (Continued)

22. Encouraged students to ask questions, make comments, or express ideas during the summary.

☐ ☐ ☐ ☐ ☐ ☐

23. Used students' answers, comments, or ideas to reinforce or clarify the important points of the lesson.

☐ ☐ ☐ ☐ ☐ ☐

24. Indicated the relationship between this lesson and future (or past) lessons.

☐ ☐ ☐ ☐ ☐ ☐

25. Left the students with a clear idea of what they had accomplished during the lesson.

☐ ☐ ☐ ☐ ☐ ☐

II. SUMMATIVE (END-OF-THE -YEAR) EVALUATION

Directions: Indicate the level of accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.



LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

B. Counselor in the Classroom

VI. Establishing Contact & Maintaining Contact:

26. Greeted students as they came to class.

☐ ☐ ☐ ☐ ☐ ☐

27. Tried to remember and called each student by his or her first name.

☐ ☐ ☐ ☐ ☐ ☐

28. Did not stay behind desk but circulated around the classroom.

☐ ☐ ☐ ☐ ☐ ☐

29. Worked with students in small groups to intensify contact.

☐ ☐ ☐ ☐ ☐ ☐

30. Talked in private with students who were late or absent to make sure they could catch up with class work.

☐ ☐ ☐ ☐ ☐ ☐

31. Stayed for 5 minutes after class outside the classroom to discuss questions or explain assignments.

☐ ☐ ☐ ☐ ☐ ☐

32. Made individual appointments with students who wanted to drop courses or withdraw from college.

☐ ☐ ☐ ☐ ☐ ☐

II. SUMMATIVE (END-OF-THE -YEAR) EVALUATION

Directions: Indicate the level of accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

VII. Managing Student Behavior:

32. Established routines and procedures for activities such as coming to class *on time*, leaving class, collecting books, regrouping for different activities, board work, distributing materials, taking attendance, etc.

☐ ☐ ☐ ☐ ☐ ☐

33. Established a set of rules and procedures that govern student verbal participation and talk during different types of activities -- whole-class instruction, small groups, etc.

☐ ☐ ☐ ☐ ☐ ☐

34. Redirected/stopped inappropriate and disruptive behavior.

☐ ☐ ☐ ☐ ☐ ☐

35. Monitored student behavior during a lesson and responded quickly to students to encourage positive behavior and discourage negative behavior.

☐ ☐ ☐ ☐ ☐ ☐

36. Required students to call in when absent so they could catch up on classwork or could make up for missed tests.

☐ ☐ ☐ ☐ ☐ ☐

37. Reviewed what was going to be *covered* in the mid-terms and finals, the *dates* of the exams and the *formats* of the exams.

☐ ☐ ☐ ☐ ☐ ☐

II. SUMMATIVE (END-OF-THE -YEAR) EVALUATION

Directions: Indicate the level of accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

VII. Managing Student Behavior: (Continued)

38. Explained how the final grade for the class was calculated from tests, exams and class projects.

☐ ☐ ☐ ☐ ☐ ☐

39. Reminded the students the GPA they must maintain to avoid academic probation and academic suspension.

☐ ☐ ☐ ☐ ☐ ☐

VIII. Interactive Questions

40. Addressed questions to individual students as well as the group at large.

☐ ☐ ☐ ☐ ☐ ☐

41. Directed her/his questions so that each student was able to participate.

☐ ☐ ☐ ☐ ☐ ☐

42. Reacted favorably to students' answers to questions (e.g., rewarded correct responses; did not criticize students for incorrect responses).

☐ ☐ ☐ ☐ ☐ ☐

43. Encouraged students to answer difficult questions by providing cues or rephrasing.

☐ ☐ ☐ ☐ ☐ ☐

44. Repeated answers when necessary so the entire class could hear.

☐ ☐ ☐ ☐ ☐ ☐

45. Received students' questions politely and when possible enthusiastically.

☐ ☐ ☐ ☐ ☐ ☐

II. SUMMATIVE (END-OF-THE -YEAR) EVALUATION

Directions: Indicate the level of accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE
N/A None Poor Fair Good Excellent

IX. Actively Involving Students:

46. Included lesson activities that required active participation by students.

☐ ☐ ☐ ☐ ☐ ☐

47. Set ground rules for student participation and questioning.

☐ ☐ ☐ ☐ ☐ ☐

48. Monitored student engagement, identified all students who were off task, and employed a strategy to re-engage them in lesson activities.

☐ ☐ ☐ ☐ ☐ ☐

49. Divided students in dyads, and small groups to get students involve with each other.

☐ ☐ ☐ ☐ ☐ ☐

50. Gave group assignments and formed study groups to encourage students to work in group.

☐ ☐ ☐ ☐ ☐ ☐

X. Maintaining a Supportive Environment

51. Helped students learn how to make positive statements and accept praise.

☐ ☐ ☐ ☐ ☐ ☐

52. Organized a *buddy* system into pairs of students who can help each other when either pair member is late or absent from class.

☐ ☐ ☐ ☐ ☐ ☐

II. SUMMATIVE (END-OF-THE -YEAR) EVALUATION

Directions: Indicate the level of accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

X. Maintaining a Supportive Environment (Continued):

53. Encouraged students to show approval and support toward one another.

☐ ☐ ☐ ☐ ☐ ☐

54 .Allowed classmates to discover the interests, capabilities and background of one another.

☐ ☐ ☐ ☐ ☐ ☐

55. Taught students to praise one another for their accomplishments.

☐ ☐ ☐ ☐ ☐ ☐



GROWTH PORTFOLIO



I. Counselor's Achievement of Improvement Objective (from last Observation Report):

Summary Report: _____



II. Student Evaluation of Counselor in the Classroom:

Fall Semester: Summary of Counselor's performance means compared to departmental means:

Spring Semester: Summary of Counselor's performance means compared to departmental means:



III. Student Evaluation of Counselor outside the Classroom:

- ☐ Educational Planning
- ☐ Academic Advisement
- ☐ Support Services

- ☐ Career Planning
- ☐ Personal Counseling
- ☐ Computer Technology

Summary Report: _____



IV. Group Work

- ☐ Group Activities in Class
- ☐ OCD Workshops
- ☐ Participation in Peer Group Supervision

Summary Report: _____



V. Professional Growth & Development

- ☐ Professional Journals
- ☐ Professional Book

- ☐ Attended seminars/workshops
- ☐ Continuing Education/Counseling/Computer Courses

Summary Report: _____



VI. Research

- ☐ Identified areas or problems to be researched
- ☐ Suggested Research Projects
- ☐ Reported on Current Research

Summary Report: _____



VII. Liaison Assignment

- ☐ Attends Academic Department Meetings
- ☐ Consults with Academic Department On Learning Problem of the Department's Students
- ☐ Reports on up-to-date curriculum changes & Requirements
- ☐ Works as a member of team working with probationary students of the academic department

Summary Report: _____



VIII. Committee Representation (which college committee is he/she a member of as representative of the Department of Student Development?)

Summary Report: _____



IX. Work with Special Groups

- | | |
|---|---|
| <input type="checkbox"/> ESL Students | <input type="checkbox"/> Veterans |
| <input type="checkbox"/> Freshman Initiative Students | <input type="checkbox"/> Single Parent family working
out of welfare |
| <input type="checkbox"/> Students' Grade Appeals | <input type="checkbox"/> International Students |
| <input type="checkbox"/> Independent Study | |

Summary Report: _____

X. Work in the Community



- | | |
|---|---|
| <input type="checkbox"/> Church Volunteer | <input type="checkbox"/> Political Work |
| <input type="checkbox"/> School Volunteer | <input type="checkbox"/> Social Service |

Summary Report: _____

REFERENCES

LESSON PLANS IN THE NET

EDUCATION PLANET

[Http://www.educationplanet.academy.com/](http://www.educationplanet.academy.com/)

EDUCATION SERVICES

<http://www.wgby.org/edu/>

ESL LESSON PLANS AND RESOURCES

<http://www.csun.edu/~hcedu013/eslplan.html>

GAMES FOR TEACHERS

<http://www.teacher-preparation.com/games-for-teacher.htm>

LESSON PLANET

<http://www.lessonplanet.com/>

LESSON PLANS AND ACTIVITIES

<http://www.csun.edu/~hcedo09/lesson.html>

TEACHERS HELPING TEACHERS

<http://www.pacific.net/~mandel/SpecialEducation.html>

APPENDIX A

PRE-OBSERVATION WORKSHEET

Counselor

Date

Classroom Observer

1. What are the lesson's objectives?
2. Which of the following teaching/counseling act will take place?

- ☐ Anticipatory Set
- ☐ Sharing Objective & Input
- ☐ Providing Input
- ☐ Check for Understanding
- ☐ Closure

- ☐ Establishing & Maintaining Contact
- ☐ Managing Student Behavior
- ☐ Interactive Questioning
- ☐ Actively Involving Students
- ☐ Maintaining a Supportive Environment

Comment: _____

3. Which teaching/counseling activities show your particular strengths?	4. How are you going to check student understanding and mastery of the lesson objectives
5. What particular teaching/counseling behaviors do you especially want monitored?	6. Are there any special circumstances of which the observer should be aware?

Counselor Signature/Date

Observer Signature/Date

APPENDIX B

POST-OBSERVATION WORKSHEET

Counselor

Date

Classroom Observer

1. **POSITIVE PERFORMANCE BEHAVIORS:** Which of the following Teaching and Counseling *Dimensions* and what *specific performance behavior* under the targeted *dimension(s)* did the counselor *excel* or do an extraordinarily good job?

- ☐ Anticipatory Set
- ☐ Sharing Objective & Input
- ☐ Providing Input
- ☐ Check for Understanding
- ☐ Closure

- ☐ Establishing & Maintaining Contact
- ☐ Managing Student Behavior
- ☐ Interactive Questioning
- ☐ Actively Involving Students
- ☐ Maintaining a Supportive Environment

2. **NEED IMPROVEMENT BEHAVIORS:** Which of the following Teaching and Counseling *Dimensions* and what *specific performance behavior* under the targeted *dimension (s)* did the counselor need to correct and improve? Was it the same performance behavior that was targeted in the pre-observation conference?

- ☐ Anticipatory Set
- ☐ Sharing Objective & Input
- ☐ Providing Input
- ☐ Check for Understanding
- ☐ Closure

- ☐ Establishing & Maintaining Contact
- ☐ Managing Student Behavior
- ☐ Interactive Questioning
- ☐ Actively Involving Students
- ☐ Maintaining a Supportive Environment

3. **IMPROVEMENT OBJECTIVES:** State the desired objective (outcome) to be accomplished, e.g. *check for understanding*.

4. **PROCEDURES FOR ACHIEVING OBJECTIVE(S):** Provide specific statements which describe what the counselor is to do to achieve an objective and what the observer will do to assist. This is the process, the steps, and the ingredients for change.

POST-OBSERVATION WORKSHEET
(Continued)

5. APPRAISAL METHOD AND TARGET DATES: How will the observer and counselor know when progress is made? How will observer and counselor monitor that progress? At what point in time do the observer and counselor expect achievement of the objective or adequate progress made so that a time extension is appropriate?

6. COUNSELOR'S COMMENTS: Provide the counselor with the opportunity to share his or her thoughts.

7. OBSERVER'S COMMENTS: Be positive. If appropriate, take the opportunity to reinforce the change that needs to be made and why it is appropriate.

Counselor Signature/Date

Observer's Signature/Date

Date Objective Achieved: _____

Counselor's Signature

Observer's Signature



APPENDIX C

EVALUATION OF CLASSROOM OBSERVER

Direction: Please respond to the following statements in order to help evaluate the experience you just had with the observer of your class session. Check that which best expresses your thoughts and feelings about the classroom observer.

	<u>Strongly</u> <u>Disagree</u>	<u>Disagree</u>	<u>Does Not</u> <u>Apply</u>	<u>Agree</u>	<u>Strongly</u> <u>Agree</u>
A. <u>RAPPORT WITH</u>					
<u>THE CLASSROOM OBSERVER</u>					
1. When I informed my classroom observer of problems I was having in class, s/he tried to understand them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I felt free to discuss my classroom problems with the classroom observer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My classroom observer was responsive to and considerate of me as a person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My classroom observer encouraged me to try my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I and my classroom observer spent time working together to support my development as a teacher/counselor in the classroom..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The level of trust established between my classroom observer and me was high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My classroom observer was a collaborator rather than a mere evaluator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: _____



EVALUATION OF CLASSROOM OBSERVER

Direction: Please respond to the following statements in order to help evaluate the experience you just had with the observer of your class session. Check that which best expresses your thoughts and feelings about the classroom observer.

Strongly
Disagree Disagree Does Not
Apply Agree Strongly
Agree

B. WORKING WITH THE CLASSROOM OBSERVER

8. My classroom observer's visits to my class sessions were scheduled sufficiently in advance to permit me time for reasonable preparation.

☐ ☐ ☐ ☐ ☐

9. My classroom observer adequately checked the lesson plan before the class session was conducted.

☐ ☐ ☐ ☐ ☐

10. My classroom observer adequately observed the interactions between myself and the students.

☐ ☐ ☐ ☐ ☐

11. My classroom observer observed my class sessions a sufficient number of times.

☐ ☐ ☐ ☐ ☐

12. My classroom observer did spend an adequate amount of time observing my class work to make a reliable judgment concerning class work.

☐ ☐ ☐ ☐ ☐

13. My classroom observer held enough end-of-visit conferences with me.

☐ ☐ ☐ ☐ ☐



EVALUATION OF CLASSROOM OBSERVER

Direction: Please respond to the following statements in order to help evaluate the experience you just had with the observer of your class session. Check that which best expresses your thoughts and feelings about the classroom observer.

	<u>Strongly</u> <u>Disagree</u>	<u>Disagree</u>	<u>Does Not</u> <u>Apply</u>	<u>Agree</u>	<u>Strongly</u> <u>Agree</u>
B. <u>WORKING WITH</u>					
<u>THE CLASSROOM OBSERVER</u>					
(Continued)					
14. Feedback from my classroom observer was usually objective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I had the opportunity to actively engage in self-analysis of my performance in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. My classroom observer told me exactly what was right/wrong with my class work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. My classroom observer gave me adequate encouragement concerning some specific things I was doing well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. My classroom observer helped me focus on future performance rather than dwelling on past performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. My classroom observer enumerated a sufficient number of specific things I needed to improve on before the next visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



EVALUATION OF CLASSROOM OBSERVER

Direction: Please respond to the following statements in order to help evaluate the experience you just had with the observer of your class session. Check that which best expresses your thoughts and feelings about the classroom observer.

Strongly Does Not Strongly
Disagree Disagree Apply Agree Agree

B. WORKING WITH THE CLASSROOM OBSERVER (Continued)

20. After a class session observation I was left with a clear sense of where to go next to improve my class work with students.

☐ ☐ ☐ ☐ ☐

COMMENTS: _____

C. GETTING HELP FROM THE CLASSROOM OBSERVER

21. My classroom observer exhibited skill in diagnosing my problems in class work.

☐ ☐ ☐ ☐ ☐

22. My classroom observer was skilled in asking questions and rephrasing statements to make sure my class work problems are clearly understood.

☐ ☐ ☐ ☐ ☐

23. My classroom observer gave me helpful suggestions as to what actions to take in solving my class work problems.

☐ ☐ ☐ ☐ ☐



EVALUATION OF CLASSROOM OBSERVER

Direction: Please respond to the following statements in order to help evaluate the experience you just had with the observer of your class session. Check that which best expresses your thoughts and feelings about the classroom observer.

Strongly Does Not Strongly
Disagree Disagree Apply Agree Agree

C. GETTING HELP FROM
THE CLASSROOM OBSERVER
(Continued):

24. My classroom observer
gave me valuable
assistance in obtaining
needed ideas and
information for
classroom work.

☐ ☐ ☐ ☐ ☐

25. I looked forward
to the next class session
observation as a valuable
learning experience.

☐ ☐ ☐ ☐ ☐

26. Classroom observation
strengthened my
commitment to improve
my class work
with students.

☐ ☐ ☐ ☐ ☐

26. Classroom observation
strengthened my
commitment to improve
my class work
with students.

☐ ☐ ☐ ☐ ☐

COMMENTS: _____



EVALUATION OF CLASSROOM OBSERVER

Direction: Please respond to the following statements in order to help evaluate the experience you just had with the observer of your class session. Check that which best expresses your thoughts and feelings about the classroom observer.

<u>Strongly</u> <u>Disagree</u>	<u>Disagree</u>	<u>Does Not</u> <u>Apply</u>	<u>Agree</u>	<u>Strongly</u> <u>Agree</u>
------------------------------------	-----------------	---------------------------------	--------------	---------------------------------

D. CLOSURE

27. Toward the end of the conference, the classroom observer began to summarize what was expected in the future and what teaching behaviors must be changed.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

28. I knew what aspects of the class session were well-executed and what should be incorporated in future class activity planning.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

29. I knew what went well as well as suggestions I could use to improve the class session.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

30. The observer asked me to summarize what was said so the observer and I could be certain that we were on the same wave length.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

31. I was clear on what changes I need to work on.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

32. The observer asked me what I will be working on until our next conference.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------



EVALUATION OF CLASSROOM OBSERVER

Direction: Please respond to the following statements in order to help evaluate the experience you just had with the observer of your class session. Check that which best expresses your thoughts and feelings about the classroom observer.

<u>Strongly</u> <u>Disagree</u>	<u>Disagree</u>	<u>Does Not</u> <u>Apply</u>	<u>Agree</u>	<u>Strongly</u> <u>Agree</u>
------------------------------------	-----------------	---------------------------------	--------------	---------------------------------

D. CLOSURE
(Continued)

33. I made a commitment to work toward improving one teaching/counseling skill.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

34. My commitment to improve one teaching skill was duly recorded on the observation sheet.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

35. The observer and I are committed to follow up and gather data on this one teaching/counseling skill for our next observation conference.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

COMMENTS: _____



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Signature: <i>Emilio Santa Rita</i>	Printed Name/Position/Title: <i>EMILIO SANTA RITA</i>
Organization/Address: <i>Bronx Community College 181 West University Avenue Bronx, NY 10452</i>	Telephone: <i>212-663-1628</i> E-Mail Address: <i>EMILIO.SANTA@YAHOO.COM</i>
	FAX: <i>212-663-1628</i> Date: <i>05/14/01</i>

(over)